

# St. Peter's C of E Primary & Nursery School



## Geography Policy

'Unlocking the gates to a lifelong love of learning and faithfulness'

"Start children off in the way they should go, and even when they are old they will not turn from it" Proverbs 22:6

Ratification Date: Summer 2023  
Review Date: Summer 2027

## St. Peter's Vision Statement:

At St Peter's C of E Primary & Nursery School, the growth and development of children and adults is central to everything we do. As a church school, we aim to serve and take care of our community by providing an education which inspires every child to be the best they can be. This is within a framework which is rooted in distinctive Christian beliefs and values whilst embracing diversity, respecting other faiths and worshipping together. We encourage an understanding of the meaning and significance of faith and promote Christian values through the experiences we offer to all our school community.

We are a TAKE CARE school.

Everyone will take care of themselves - practicing mindfulness and being mindful of their own well being  
Everyone will take care of others in their speech and actions. They will be mindful of others.

Everyone will take care of the school - its fabric and reputation.

Everyone will take care of the community through their actions.

Everyone will take care of the wider world through acts of charity.

## Our 'Beyond Expectation' attitudes:



Be kind  
Be positive  
Be respectful  
Be forgiving  
Be courageous  
Be trustworthy  
Be yourself!

These Christian values underpin all that we do in school so that our children may live out the Vision of the school.

## EQUALITY, DIVERSITY AND INCLUSION STATEMENTS

In fulfilling our legal obligations we will be guided by seven core statements:

**Statement 1:** All learners are of equal value.

**Statement 2:** We recognise, welcome and respect diversity.

**Statement 3:** We foster positive attitudes and relationships, and a shared sense of belonging.

**Statement 4:** We observe good equalities practice, including staff recruitment, retention and development.

**Statement 5:** We aim to reduce and remove existing inequalities and barriers.

**Statement 6:** We consult and involve widely

**Statement 7:** We strive to ensure that society will benefit.

## **Intent**

At St. Peter's, we intend to provide a curriculum which inspires pupils to be curious and fascinated about the world. Children are encouraged to develop a greater understanding of the world, as well as their place in it. The curriculum is designed so that progressively, children will build on their knowledge of different places, people, resources and environments. Children will develop their knowledge of the location of significant places, including understanding of their local area, through visits and links with local farmers. We hope that children will compare their experiences with those of children in a city school, exposing them to more diverse multi-cultural and social experiences. Children will also acquire knowledge of a range of different cultures and traditions, and learn tolerance and understanding of other people and environments. Children will have a deep understanding of the Earth's key physical and human features. Children will learn to collect, analyse and communicate with a range of data gathered through fieldwork experiences and geographical sources, including maps, diagrams, globes, atlases, aerial photographs and digital/computer mapping.

We intend for children to perceive the interaction between the physical and the human environment, to be made aware of these effects upon their surroundings, their own responsibilities and how they can contribute to improving the environment, however small that contribution might be.

## **Aims**

The aims of geography are:

- To stimulate children's interest in their surroundings and develop a knowledge and understanding of the physical and human processes which shape places;
- To increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country;
- To provide learning opportunities that enthuse, engage, and motivate children to learn and foster a sense of curiosity and wonder at the beauty of the world around them;
- To encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means;
- To make sense of their own surroundings through learning about their own locality and the interaction between people and the environment;
- To develop the geographical skills, including how to use, draw and interpret maps of different scales, and the vocabulary necessary to carry out effective geographical enquiry;
- To be able to apply map reading skills to globes and atlas maps and identify geographical features;
- To formulate appropriate questions, develop research skills and evaluate material to inform opinions;
- To enable children to work geographically in a range of appropriate contexts, using a variety of materials and equipment including other people's experiences and knowledge.

## **1 Curriculum and planning**

The children undertake a broad and balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through geography, the children learn a range of skills, concepts, attitudes and methods of working. Children are taught to understand and use relevant geographical terms, rich subject-specific vocabulary and the name 'geography' in their learning.

Teachers follow the progressive CUSP curriculum which ensures that new learning is built upon prior knowledge in previous years. Geography is planned for mixed year groups in two-year cycles (KS1, LKS2 and UKS2) to engage and excite all our learners.

## **1.2 Early Years**

Geography is taught through the EYFS framework areas of learning, predominantly "Understanding the World". We include geographical learning in our topic-based curriculum. Children will learn about the area they live in and explore the wider world, look at contrasting localities, the seaside and different animal habitats. They also learn skills such as making comparisons, retrieving simple information from maps and following directions. Children in EYFS will begin to learn specific geographical vocabulary which will help to prepare them for KS1 and KS2.

## **1.3 Key Stage 1**

During Key Stage 1, pupils compare a small part of the UK with a non-European location, finding out about the environment in both areas and the people who live there. They explore human and physical features, undertake fieldwork and map skills explore continents, oceans and the countries of the UK and compare hot and cold places.

## **1.4 Key Stage 2**

During Key Stage 2, pupils investigate a UK area, fieldwork – human and physical features, OS map skills and 4 and 6 figure grid references, Rivers including a study of the Nile and Amazon, latitude and longitude, the water cycle, map skills and environmental regions, World countries – biomes and environmental regions, settlements, physical processes – earthquakes, mountains and volcanoes and a comparison study of a European and North or South American country.

## **2 Progression and Continuity**

CUSP is underpinned by evidence, research and cognitive science. Modules are deliberately sequenced for robust progression and allows teachers to focus on the lesson.

There is an emphasis on oracy and vocabulary acquisition, retention and use to break down learning barriers and accelerate progress. A rich diet of language and vocabulary is deliberately planned for.

Specific skills are discreetly taught and practised so that they become transferrable. The sequenced modules activate prior learning, build on skills and deepen knowledge

understanding. Learning, vocabulary and content is cumulative; content is learned, retrieved and built upon.

## **3 Assessment and Recording**

Teachers employ effective Assessment of the children's geography work during lessons by making informal judgements through observation of practical tasks, discussion and questioning to determine the children's level of understanding and knowledge. Teachers use precise questioning in class to

test conceptual knowledge and skills. Teachers assess through Do Now revisits and mini quizzes during plenaries based on knowledge, vocabulary and terminology from their termly Knowledge Organiser. Written work is marked following the school marking scheme.

#### **4 Monitoring**

Monitoring takes place regularly through teacher assessment, pupil voice and book scrutiny by the geography lead. Governors are involved in monitoring during bi-annual Governor's Monitoring Week through learning walks, discussion with subject lead and work scrutiny.

#### **5 Roles and Responsibilities**

The teacher is responsible for preparing and delivering the lesson. The subject is led by a member of staff and each year, time is set aside to review standards, monitor curriculum provision, and ensure training and resources are up to date.

#### **6 Health and Safety**

Visits and fieldwork are an essential part of the geography curriculum. The class teacher, or leader, should plan the visit meticulously, with the pupils' safety and welfare paramount. Please see the Educational Visits Policy and guidance for detailed information.

#### **7 Resources**

The CUSP curriculum provides clear curriculum guidance for teachers, in depth teaching notes and resources as well as knowledge notes and lesson resources for the children. We recently purchased a range of text books to support geography in each class. Each class has access to the internet and a range of Atlases. There is a central storage area which can be accessed by teachers as required. People with an interest, or expertise, in a particular topic or area of geography are invited into school to work with the children. These might be parents, grandparents, other family members, neighbours or representatives of the local community.